



## Year 3/4 Key Skills Curriculum Map

### Year A

| Whole year Planning |                            |   |   |   |   |   |               |  |                                    |                      |  |                            |
|---------------------|----------------------------|---|---|---|---|---|---------------|--|------------------------------------|----------------------|--|----------------------------|
|                     | Topic Title                | Book  | Science   | Geography   | History                                 | Musi<br>c                               | RE            | Art  | DT                                 | PSHE                 | C<br>o<br>m<br>p<br>u<br>t<br>i<br>n<br>g                | F<br>r<br>e<br>n<br>c<br>h |
| Term 1              | <b>WW2</b>                 | The Lion and the Unicorn<br>By Shirley Hughes<br>Friend or Foe<br>Michael Morpogo | Light   | Europe  | Events of ww2<br>Dates important people | Taug<br>ht by<br>Mrs<br>Ham             | Creation/fall | Water colour   | Folding and modelling<br>spitfires | Relationshi<br>ps    | O<br>n<br>l<br>i<br>n<br>e<br>S<br>a<br>f<br>e<br>t<br>y |                            |
| Term 2              | <b>Victorian Christmas</b> | Christmas Carol<br>By Charles Dickens   | Different Species around the world<br>Taxidermy | Map of the British empire compared to Empire today<br>India | Victoria Germanic traditions            | Silen<br>t<br>night<br>in<br>Ger<br>man | Incarnation   | Acrylic Painting in the style of Victorian oil paintings | William Morris<br>Block Printing   | Health and Wellbeing |  |                            |



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| Term 3 | <b>London</b>                        | A Walk Round London         | Investigation s/Pollution Honey in London compared to Hurst Green<br><br>Investigation – London Bridges | Landmarks of the capital city                              | St Pauls         | Taught by Mrs Ham | Islam     | Still life and sketches of London Landmarks | Cooking – Design and make a London Bridge | Living in the Wider World |  |  |
| Term 4 | <b>Know Your Place – Hurst Green</b> |                             | Local Area - Plants   | Map of the local area, understanding and interpreting maps | Victorian School |                   | Salvation | Drawing maps of Hurst Green                 |   | Online                    |  |  |
| Term 5 | <b>I am a Designer</b>               |                             | Forces and Magnets  |  |                  |                   |           |   | Measuring and marking materials           | Health and Wellbeing      |  |  |
| Term 6 | <b>Explorers</b>                     | Around the world in 80 days |   |  |                  |                   |           |   |   | Living in the Wider World |  |  |



| Maths         |                                      |        |        |                                   |            |        |                                   |                                      |                                |                   |               |               |
|---------------|--------------------------------------|--------|--------|-----------------------------------|------------|--------|-----------------------------------|--------------------------------------|--------------------------------|-------------------|---------------|---------------|
|               | Week 1                               | Week 2 | Week 3 | Week 4                            | Week 5     | Week 6 | Week 7                            | Week 8                               | Week 9                         | Week 10           | Week 11       | Week 12       |
| <b>Autumn</b> | Number – Place Value                 |        |        | Number – Addition and subtraction |            |        |                                   | Number – Multiplication and Division |                                |                   | Consolidation |               |
| <b>Spring</b> | Number – Multiplication and Division |        |        | Measurement - money               | Statistics |        | Measurement: length and perimeter |                                      |                                | Number- fractions |               | Consolidation |
| <b>Summer</b> | Number -fractions                    |        |        | Measurement - Time                |            |        | Geometry- properties of shape     |                                      | Measurement: mass and capacity |                   |               | Consolidation |

| Art | 3D Work and Collage  | Textiles  |
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|     | Shows an awareness of texture, form and shape by recreating an image in 3D form. | <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Match the tool to the material.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Experiment with paste resist.</p> |



|                  | <b>Information Technology</b>  | <b>Computer Science</b>  | <b>Digital Literacy</b>   |
|------------------|--|--|---|
| <b>Computing</b> | <p>Choose a variety of software to accomplish a set task.</p> <p>Select, use and combine internet services.</p> <p>Analyse and evaluate the information I find.</p> <p>Collect and present data.</p> | <p>Design and create a simple program that completes a given task (simulating a physical system – interactive toy).</p> <p>Detect and fix bugs my programs to ensure they complete a given task.</p> <p>Use repetition in programs.</p> <p>Understand how search engines order their results.</p> <p>Understand that computer networks can provide services such as the world wide web and file sharing.</p> | <p>Recognise acceptable and unacceptable behaviour online.</p> <p>Identify a range of ways to report unacceptable behaviour.</p> <p>Use the internet to communicate. (email, video conferencing, blogs, forums).</p> <p>Skim read and sift information to check its relevance and modify search strategies.</p> <p>Understand that the information they use needs to be appropriate for the audience they are writing for, e.g. copying and pasting difficult language.</p> <p>Recognise that anyone can author on the internet and sometimes authors can produce content which is offensive, rude and upsetting and to follow school rules if anything is found.</p> |

|                          | <b>Design</b>  | <b>Make</b>  | <b>Evaluating/Technical Knowledge</b>   | <b>Cooking and Nutrition</b>   |
|--------------------------|--|--|---|--|
| <b>Design Technology</b> | <p>How to generate ideas, considering the purposes for which they are designing.</p> | <p>To select appropriate tools and techniques for making their product.</p> <p>To measure, mark out, cut and shape a range of materials, using</p> | <p>To evaluate their work both during and at the end of the assignment.</p> <p>To evaluate their products carrying out appropriate tests.</p> | <p>To understand that to be active and healthy, food and drink are needed to provide energy for the body.</p> <p>To apply the rules for basic food hygiene and other safe practices,</p> |



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|  | <p>To make labelled drawings from different views showing specific features.</p> <p>To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempt fails.</p> <p>To evaluate products and identify criteria that can be used for their own designs.</p> | <p>appropriate tools, equipment and techniques.</p> <p>To join and combine materials and components accurately in temporary and permanent ways</p> <p>To sew using a range of different stitches, to weave and knit.</p> <p>To measure, tape or pin, cut and join fabric with some accuracy.</p> | <p>To know when and where bridges were designed and made.</p> <p>Begin to look at inventors and their work.</p> | <p>e.g. hazards relating to the use of ovens.</p> <p>To know how to prepare and cook a range of predominantly savoury dishes safely and hygienically, where appropriate, the use of a heat source.</p> |
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| <b>Geography</b> | <b>Locational Knowledge</b>  | <b>Place Knowledge</b>   | <b>Human and Physical Geography</b>   | <b>Geographical Skills and Fieldwork</b>   |
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|                  | <p>Know about the local area and begin to appreciate the importance of wider geographical location in understanding places.</p> <p>Begin to describe and compare features of different locations and offer explanations for the locations of some of those features.</p> | <p>Be aware that different places may have both similar and different characteristics.</p> | <p>Begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments.</p> <p>Recognise how people try to improve and preserve environments in the U.K.</p> | <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the eight points of a compass, four-figure grid reference.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local</p> |



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|  |  |  |  | area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
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| History               | Chronological Understanding  | Knowledge and Interpretation   | Historical Enquiry  | Organise, Evaluate and Communicate Information  |           |
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|                       | Place events from the time studied on a timeline.<br><br>Use terms related to the period and begin to date events.<br><br>Understand more complex terms e.g. BCE/AD. | Identify key features and events.<br><br>Explain some of the main events and give reasons for, and results of the changes.<br><br>Understand some historical concepts. | Identify different examples of types of sources and can make deductions from them that go beyond simple observation.<br><br>Ask relevant questions and begin to find answers to historical questions.<br><br>Understand that aspects of the past have been represented and interpreted in different ways. | Use historical language to communicate ideas.<br><br>Display findings in a variety of ways. |           |
| <b>History Topics</b> |  |  |   |   |           |
|                       | <ul style="list-style-type: none"> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• Changes in Britain from the Stone Age to the Iron Age</li> </ul>  |  |   |   |           |
| Term 1                | Term 2   | Term 3   | Term 4  | Term 5  | Term 6    |
| World WW2             | Up in smoke  | Our Capital London   | Know your place   | I am a Designer   | Explorers |



|              | <b>Listening</b>   | <b>Performing</b>  | <b>Composing</b>  |
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| <b>Music</b> | <p>Identify the tempo and Dynamics using musical vocabulary. (Presto, Lento, moderato).</p> <p>Identify instruments by sound.</p> <p>Describe mental images produced by music.</p> | <p>Perform repeating patterns on tuned &amp; untuned percussion.</p> <p>Accurately play correct notes on tuned instruments.</p> <p>Sing with expression.</p> | <p>Choose patterns of notes to play. Enhance performances by choosing appropriate dynamics.</p> <p>Start to comprehend notation (stave position =pitch), Crotchet, Minim, quaver pairs.</p> |

|           | <b>Games</b>   | <b>Dance</b>   | <b>Gymnastics</b>   | <b>Athletics</b>  |
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| <b>PE</b> | <p>Keep a game going using a range of different ways of throwing.</p> <p>Strike a ball with intent and throw it more accurately when bowling and/or fielding.</p> <p>Use a range of skills with increasing control.</p> <p>Effectively play a competitive net / wall game.</p> | <p>Explore and create characters and narratives.</p> <p>Create motifs.</p> <p>Describe the need to warm up.</p> <p>Evaluate their own performance and comment on improvements.</p> | <p>Develop a range of actions, body shapes and include a performance.</p> <p>Create gymnastic sequences that meet a theme or set of objectives.</p> <p>Describe how their body reacts to different situations.</p> <p>Make simple judgments on their own and others work.</p> | <p>Develop skills from the 3 main aspects of athletics – running, jumping and throwing.</p> <p>Show controlled movements and body actions in response to specific instructions.</p> <p>Can demonstrate agility and speed.</p> <p>Jump for height and distance with control and balance.</p> |



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|  | <p>Keep and use rules they are given.</p> <p>Try to make things difficult for their opponent by directing the ball to space, at different speeds and height</p> |  | <p>Suggest ways performance can be improved.</p> | <p>Throw with speed and power and apply appropriate force.</p> |
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|                       | <b>Working Scientifically</b>  |
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| <p><b>Science</b></p> | <p>Can take accurate measurement using standard units.</p> <p>Can gather data to answer a question.</p> <p>Can record data to answer a question.</p> <p>Can report findings using simple scientific language.</p> <p>Can report findings using drawings.</p> <p>Can report findings using labelled diagrams.</p> <p>Can report findings using a table.</p> <p>Can use results to draw a simple conclusion.</p> <p>Can take accurate and precise measurements using scientific equipment.</p> <p>Can take repeat measurements where appropriate.</p> <p>Can record data and results using diagrams with labels.</p> |



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|  | <p>Can record data and results using tables.</p> <p>Can record data and results using bar and line graphs.</p>  |
|  | <p style="text-align: center;"><b>Working Scientifically</b></p>  |
|  | <p>Can ask relevant questions.</p> <p>Can conduct a scientific enquiry to answer my own questions.</p> <p>Can set up a simple scientific enquiry.</p> <p>Can make careful observations.</p> <p>Can take accurate measurement using standard units of measure.</p> <p>Can plan different types of scientific enquiries to answer questions.</p> <p>Can recognise and control variables.</p> <p>Can take accurate and precise measurements using scientific equipment.</p> <p style="text-align: center;">Can take repeat measurements where appropriate.</p> |
|  | <p style="text-align: center;"><b>Working Scientifically</b></p>  |
|  | <p>Can use results to draw a simple conclusion.</p> <p>Can use results to make a prediction for further values.</p> <p>Can identify difference, similarities and changes related to simple scientific ideas.</p> <p>Can use test results to make further predictions which will feed into further comparative and fair tests.</p>   |



Can report findings from an enquiry both orally and in writing.

Can make a conclusion based on a test.

Can explain results from an enquiry.

Can identify a degree of trust within an enquiry.

Can suggest improvements to be made to an investigation.

Can take accurate measurement using standard units.

Can gather data to answer a question.

Can record data to answer a question.

Can report findings using simple scientific language.

Can report findings using drawings.

Can report findings using labelled diagrams.

Can report findings using a table.

Can use results to draw a simple conclusion.

Can take accurate and precise measurements using scientific equipment.

Can take repeat measurements where appropriate.

Can record data and results using diagrams with labels.



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|   | Can record data and results using tables.  |  |   |   |   |
|   | Can record data and results using bar and line graphs.   |  |   |   |   |
| <b>Term 1 Light Yr3</b>   | <b>Term 2 - Animals including humans y3</b>  | <b>Term 3 – Working Scientifically</b>   | <b>Term 3- Plants y3</b>  | <b>Term 4- Forces and Magnet y3</b>   | <b>Term 6 – Rocks Yr3</b>   |
| <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the sizes of shadows change.</p> | <p>Recognise that soils are made from rocks and organic matter. Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> | <p>Investigative work<br/>Design and test own scientific.<br/>Explore the effect of Pollutions<br/>Investigate honey made in London compared to the countryside.<br/>Test different soils.</p> | <p>Identify and describe the functions of different parts of plants; roots, stem, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, nutrients from soil and room to grow) and how they vary from plant to plant.</p> <p>Investigate the ways in which water is transported within plants.</p> <p>Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> | <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the</p> | <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> |



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|  |  |  |  | <p>basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> |  |
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|                  | <b>Language Skills</b>  |
| <b>Languages</b> | <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> |



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|  | <p>Actuate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine masculine and neuter forms and conjugation of high- frequency verbs: key features and patterns of the language; how to apply these? For instance, to build sentences: and how these differ from or are similar to English.</p> |
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| <b>RE</b>      |  |        |                           |        |                |
|----------------|--|--------|---------------------------|--------|----------------|
| Term 1         | Term 2                                   | Term 3 | Term 4                    | Term 5 | Term 6         |
| Creation/ Fall | Incarnation (core Learning) Christianity | Islam  | Salvation (core Learning) | Islam  | Kingdom of God |